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ABSTRACT

The first part of this document contains descriptions of some of the curriculum development projects initiated by the Department of Education in Hawaii in 1983-84. Included are projects in computer applications and literacy, curriculum for intermediate students, international education, and development of instructional materials for international and bilingual education. In the second section, locally validated programs on energy education and oral history activity are described. The third section describes the adult education projects in Hawaii during 1983-84. The last two sections contain descriptions of the continuing adult education projects. Each project description includes: (1) a statement of its objectives; (2) the needs which resulted in a decision to initiate the project; (3) the products anticipated upon its completion; (4) the products anticipated by the end of the 1983-84 school year; (5) the major activities expected during the life of the project; (6) the number and types of schools, teachers, and students involved during the school year; (7) the types of evaluation to be conducted; and (8) the contact persons for additional information. (JD)

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FOREWORD

The Department has long realized the need to recognize the efforts of the many outstanding teachers, students, and administrators who generate ideas and develop excellent innovative and exemplary programs, projects and activities. There is also a need to disseminate information about newly developed and on-going programs in order to foster further program improvement in the schools. This document is part of a series of publications prepared by the Department in its attempt to mobilize the Department's resources to accomplish the desired outcomes.

Each volume provides information on innovative and exemplary programs, projects, and activities; the contact person from whom to obtain more information; the target group served; the resources needed; where the program is offered; and other pertinent information necessary for replication.

It is our hope that the series will systematically disseminate pertinent information on curriculum and instruction. Persons using or reviewing this publication are invited to evaluate its usefulness and provide feedback to principals and appropriate district staff for review by state level personnel, so that the responses can be considered in subsequent editions.

Francis M. Hatanaka

Francis M. Hatanaka, Acting Superintendent
Department of Education

INTRODUCTION

The Department of Education has over the years engaged in a variety of developmental efforts to improve instruction. A developmental project, which has a start and end date, is organized to meet specific improvement objectives and is planned to produce curricula or curriculum-related approaches and materials. Products may be guides, resource units, instructional strategies and practices, and/or assessment instruments.

The first part of this document contains descriptions of some of the curriculum development projects initiated in FY 83-84. In the second section are the locally validated projects. For the third section, reports of Adult Education new and continuing projects are presented. The last two sections contain the continuation projects, those reported in previous editions and those continuing projects being reported for the first time in this series. Those projects not reported in this document will be described in subsequent publications on developmental projects.

Each project description includes a statement of its objectives, the needs which resulted in a decision to initiate the project, the products anticipated upon its completion, the products anticipated by the end of the 1983-84 school year, the major activities expected during the life of the project, the number and types of schools, teachers and students involved during the 1983-84 school year, the types of evaluation to be conducted, and the person(s) to contact for additional information.

It is hoped that by sharing this information districts and schools will know what instructional materials and strategies can be expected to become available in the near future. State and district offices may also find that this publication can help to solicit information about other priority school-level instructional needs.

NEW PROJECTS
1983-84

New developmental projects may be State or Federally-funded, but they all involve curriculum or curriculum-related development. The information may be helpful for schools and districts considering replication of these projects.

COMPUTER APPLICATIONS IN CHEMISTRY AND PHYSICS

Source of Funds: P.L. 97-35, ECIA, Chapter 2 Developmental Grant Program

Development Dates: July 1, 1983 - June 1984

Objectives: To develop an evaluation system to judge the effectiveness of chemistry and physics computer programs commercially available.

To organize a list of current software programs in chemistry and physics which had been evaluated by students and teachers of the project.

Description:

Need: - Students at McKinley High School have learned to use the microcomputer through the efforts of the Math and Business departments, but there has been no computer program for science students. Quality software programs can provide students more opportunities to use the computer for applications in chemistry and physics. At present, there is no teacher resource on quality chemistry and physics software for instruction.

Products:
- List of recommended software for chemistry and physics instruction matched with course topics.
- List of recommended books and periodicals helpful in developing computer-assisted instruction and experiments.
- Teacher's guide on using the computer in physics and chemistry classes.

Activities:
- Establish criteria for software purchase; obtain books, software, and review them critically and for possible state-wide use.
- Organize the review procedure and have students in science classes evaluate software according to forms developed by DOE.
- Meet with participating private schools; compile ratings completed by private schools and develop composite listing.
- Print lists for distribution.

Involvement: - Two public school and ten private school teachers, plus students in Chemistry and Physics classes in Grades 10-12 in the following schools:

1. McKinley - 300 students
2. Damien - 10

3. Maryknoll - 86
4. Mid Pacific Institute - 200
5. Our Redeemer Lutheran - 75

Evaluation: - The project will be evaluated by matching the finished products with the objectives set forth in the project proposal. The completed listings and the evaluation reports on software for those programs purchased and reviewed by students and teachers in all five participating schools will determine the success of the project.

Contact Persons: Richard Sakamoto, Principal
Barbara Rogers, Project Coordinator
McKinley High School
1039 S. King Street
Honolulu, HI 96814

DEVELOPING INSTRUCTIONAL COMPUTING

Source of Funds: P.L. 97-35, ECIA, Chapter 2 Developmental Grant Program

Development Dates: July 1, 1983 - June 30, 1986

Objectives: To revise the K-6 computer literacy curriculum guide and to conduct a pilot study to obtain field input for final revisions to the guide; to conduct trial use and revision of the 7-12 computer literacy curriculum guide and to develop an accompanying inservice training package; to coordinate the development and trial use of course guides for the computer science component of computer literacy and to develop accompanying inservice training packages; and to plan and conduct a study to evaluate the effectiveness of computer-assisted instruction (CAI) in program delivery.

Description:

Need: - Currently, guidelines for developing and implementing computer-related programs in the schools are limited. The development of curriculum guides and inservice training must be accelerated to support instructional activities in the increasing number of K-12 schools that are acquiring microcomputers.

Products:
- Revised Exploratory Computer Literacy Guide, K-6.
- Revised Exploratory Computer Literacy Curriculum Guide, 7-12.
- Computer Science Course Guides.
- In-service Training Packages.
- CAI Evaluation Report.

Activities:
- Conduct field-based evaluation of K-6 and 7-12 computer literacy.
- Develop and field-test evaluation of two computer science course guides.
- Develop appropriate inservice training packages.
- Evaluate the effectiveness of computer-assisted instruction.

Involvement: - Field-based project activities will be conducted in four Oahu districts. Products of the project will be disseminated statewide and eventually will be used by all students and teachers.

Evaluation: - Evaluation activities will focus on the final version of the project's products: the revised K-6 curriculum guide, the revised 7-12 curriculum guide, the computer science course guides, the inservice training packages, and the CAI

evaluation report. The process will encourage oral and written feedback from the teachers, district, and state personnel involved. Pre- and post-testing combined with classroom observations will be conducted.

Contact Person: Peggy Regentine, Educational Specialist
Computer Education
General Education Branch
189 Lunalilo Home Rd., 2nd Flr.
Honolulu, Hawaii 96825

EXPLORATORY COMPUTER LITERACY INTEGRATION MODEL

Source of Funds: P.L. 97-35, ECIA, Chapter 2 Developmental Grant Program

Development Dates: September 1, 1983 - June 30, 1984

Objectives: To develop a resource unit for exploratory computer literacy which provides for integration among the content areas of language arts, social studies and guidance; to provide inservice training to project school teachers (public and private)

Description:

Need: - There was a gap in the state computer education program for high school students, and so, it was determined that an exploratory unit taught by regular classroom teachers would provide Gr. 10 and 11 students with immediate instruction in computer literacy.

Products: - A resource unit will be produced and printed for dissemination. The unit will be for a 3-week instruction in the three content areas.

Activities: - The contracted project developer met with district and state personnel to plan the resource unit, to gather resources for use in developing the unit, i.e., films, computer discs.

- A contract was written to lease 17 computers for use during the project year.

- The resource unit will be tried by volunteer teachers, one in each subject area, and the revised unit will be shared with the entire department after a training session.

- Students will have hands-on experience in using the unit lessons.

Involvement: - Students in Gr. 10 and 11 of Kaiser High School, and Star of the Sea High School. Gr. 7 and 8 students of Holy Trinity School are also involved.

Evaluation: - A pre- post-test design will be the evaluation used with students as well as a teacher questionnaire on the effectiveness of the unit.

Contact Person: Dr. Herman Aizawa, Principal
Kaiser High School
511 Lunalilo Home Rd.
Honolulu, Hawaii 96825

HAWAII AND AMERICAN SAMOA BILINGUAL EDUCATION MULTIFUNCTION SUPPORT CENTER

Source of Funds: P.L. 95-561, Title VII, Bilingual Education

Development Dates: October 1, 1983 - September 31, 1984 (estimated)

Objectives: To design and implement a multi-district approach to providing support services for local capacity building in programs for LEP students; to provide training and technical assistance to Title VII projects in the region in project management, documentation and evaluation; to provide a vehicle for coordination between the National Clearinghouse for Bilingual Education and other federally funded centers and projects both within and outside the region; and, to coordinate with SEAs to provide training and technical assistance which complement state responsibilities.

Description:

Need:
- The Center addresses the need for capacity building, training and technical assistance in program management, documentation and evaluation to federally funded Title VII Projects.

Products:
- Plan for the delivery of support services which include staff development and parent/community involvement.
- Management guide for administrators.
- Multi-district coordination plan involving Federal and non-Federal projects.

Activities:
- Appoint advisors who attend quarterly meetings of the Technical Advisory Council for Service Areas 14 and 15; offer technical advice; help the center staff redesign allocation of resources.
- Conduct a review of literature and refine a multi-district/multi-agency approach to providing support services.
- Coordinate with SEA/LEAs of the service area to design and implement plans for technical assistance and support services that complement SEA responsibilities.
- Design and implement institutes, workshops and meetings on management, documentation and evaluation.
- Provide on-site technical assistance for local/specific problems.

- Participate in meetings to provide linkage and coordination with the National Clearinghouse for Bilingual Education and other support centers and Title VII projects.

Involvement: - Title VII project directors, principals of Title VII schools, project evaluators, resource teachers, bilingual teachers, part-time teachers and educational aides, parents and others who use the evaluation results.

Evaluation: - Evaluation will address the process involved in the development and delivery of services as well as the outcomes. Procedure will document, describe and interpret the value of the training and technical assistance services. On-going feedback will include recommendations for revised service delivery plans for the following quarter and/or year of the project implementation.

Contact Person: Salu Reid, Educational Specialist, Project Director
Curriculum Materials & Services Development Section
595 Pepeekeo Street, Bldg. H-1
Honolulu, Hawaii 96825

INTERMEDIATE IBS PROGRAM

Source of Funds: P.L. 97-35, ECIA, Chapter 2 Developmental Grant Program

Development Dates: September, 1983 - August, 1984

Objectives: To develop a curriculum that encompasses the knowledge, skills and attitudes important for IBS classes at the intermediate level; to develop instructional strategies appropriate for the unique developmental stage of the intermediate students; to use, as appropriate, the Competency-based-Live-Ability Skills (Project CLASS) modules in the IBS classes for addressing the essential competencies.

Description:

Need: - There is a need for intermediate teachers to address the essential competencies for the development of an IBS curriculum at the intermediate school level for teaching low reading ability students the basic comprehension skills, and for intermediate schools to implement a curriculum improvement process by developing procedures to do this.

Products: - Documentation of the process and procedures used by each intermediate school.
- An IBS curriculum for the intermediate level.

Activities:
- School staff involvement in assessing, analyzing, planning, and implementing improvement for addressing the essential competencies and basic comprehension skills.
- Monthly inservice meetings of IBS project teachers.
- Periodic meetings of intermediate level principals on management of curriculum and instruction.
- School inservice meetings on effective instruction.
- Development of the IBS curriculum.

Involvement: - Five public intermediate schools in Central Oahu District and one private School. Six IBS teachers and two private school teachers and 120-140 of their students. Other teachers in the schools are also involved in activities 1) and 4) above.

Evaluation: - IBS student pre- and post-testing on a standardized test. Observation of teachers implementing strategies learned in inservice sessions. Documentation of improvement efforts and the IBS curriculum.

Contact Persons: Charlotte C. Nagoshi, District Educational Specialist
Harriet Ajimine, Project Teacher/Coordinator
Central Oahu District Office
1136 California Avenue
Wahiawa, Hawaii 96786

NEW TOOLS IN INTERNATIONAL UNDERSTANDING

Source of Funds: P.L. 97-35 ECIA, Chapter 2 Developmental Grant Program

Development Dates: July 1983 - June 1985

Objectives: To develop parameters and a process framework for making accessible to secondary students the international comparative archive which is in the University of Hawaii computer; to develop an instructional handbook for teachers; to pilot test and refine the teacher materials developed.

Description:

Need: - There are approximately 300 public high school students in the Honolulu District who are in honors or Advanced Placement social studies classes. A need exists to provide these academically talented students with additional challenging courses in the social sciences.

Products: - Instructional handbooks for teachers and for students will be developed.

Activities: - A team (political scientist, curriculum developer, educational specialist) will draft the processes and parameters.

- The curriculum developers (contracted) will write the handbooks, pilot-test, and revise them.

- Advanced students and their teachers will participate in the pilot test after the teachers receive orientation and training.

- The final version of the handbooks will be printed and disseminated.

Involvement: - The target group consists of gifted/talented secondary students in McKinley, Kalani, Farrington, St. Francis, St. Louis and University High Schools.

Evaluation: - Evaluation will be based on written comments, reactions, opinions of teachers and students who use the materials.

Contact Person: Dr. Margaret Donovan, District Educational Specialist
Honolulu District Office
4967 Kilauea Avenue
Honolulu, Hawaii 96816

PROJECT EXIT
(English and Cross-Cultural Improvement in Testing)
A Bilingual/Multicultural Education Project for Ilokano
and Samoan Secondary SLEP

Source of Funds: P.L. 95-561, ESEA, Title VII, Bilingual Education

Development Dates: September 1, 1983 - August 31, 1986

Objectives: To plan, develop and field-test a bilingual education model in assisting students of limited English proficiency (SLEP) to demonstrate competencies in order to pass the Hawaii State Test of Essential Competencies and meet graduation requirements.

Description:

Need: - The project addresses the problem of high rates of failure in the HSTEC by SLEPs. Limited English proficient students need additional instruction so that they can meet their high school graduation requirements.

Products: - Fifteen bilingual instructional modules will be produced. Each module will focus on one of the fifteen essential competencies identified and publicly validated.

Activities: - Provide direct assistance to 200 SLEP students in Grades 9-12 who are potential failures and/or who have already failed the HSTEC once.

- Develop, adopt/adapt and produce bilingual teaching modules addressing fifteen essential competencies necessary to meet graduation requirements.

- Involve parents more actively and regularly through the advisory committee.

Involvement: - Two hundred Ilokano and Samoan SLEP in Grades 9-12 at Aiea and Leilehua High School in Central Oahu District, Waianae High School in Leeward Oahu, and Waiakea High School in Hawaii District.

Evaluation: - The effectiveness of the project will be determined by the increase in the 1) number of target students who will pass HSTEC after taking it for the first time and, 2) number of those who had previously failed the HSTEC and subsequently pass that test.

Contact Person: Dr. Eric Casino, Educational Specialist
Curriculum Materials & Services Development Section
Development Services & Continuing Education Branch
595 Pepeekeo Street, Bldg. H-1
Honolulu, Hawaii 96825

Project LART (Language Arts Resource Tapes)

Source of Funds: P.L. 97-35, ECIA, Chapter 2 Developmental Grant Program

Development Dates: September 1983 - June 1984

Objectives: To improve language arts instruction by exposing teachers to a variety of language arts integration strategies on videotape; and to provide direct language arts instruction to students via videotape to supplement regular classroom instruction.

Description:

Need: - Waimea Elementary and Intermediate School is the only public school in the rural agricultural community of Waimea. Language arts achievement test scores are depressed. With only once-monthly resource teacher services available, an alternative means for inservice training was needed.

Products: - Videotapes on Language Arts instructional strategies will be filmed and made available to participating project schools, as well as to other interested schools.

Activities: - 10 videotapes of 20 minutes in length are to be produced and pilot tested during Spring 1984.

Involvement: - 30 teachers and 750 students at Waimea Elementary-Intermediate School, as well as 21 teachers and 260 students of Hawaii Preparatory Academy.

Evaluation: - Effectiveness of the products will be measured by a checklist to be completed by the teacher users who will report on the quality of the tapes, the extent of their application and effectiveness in the classroom. Individual comments will also be analyzed.

Contact Person: Patricia Bergin, Principal
Waimea Elementary-Intermediate School
P.O. Box 338
Kamuela, Hawaii 96743

SEA INSTITUTE FOR EFFECTIVE LEADERSHIP IN BILINGUAL EDUCATION

Source of Funds: P.L. 95-561, ESEA, Title VII, Bilingual Education

Development Dates: August 1, 1983 - July 31, 1986

Objectives: To plan, carry out, and evaluate a state level effort to coordinate training on bilingual education at three important levels of operation: policy making, management, and implementor audiences.

Description:

Need:
- The project addresses the need for SEA policy making administrators and district implementors to be more fully informed about the objectives and techniques of bilingual education.

Products:
- A bilingual education policy statement and implementation action plans will be formulated. Also, a project review instrument to obtain data on effective bilingual education practices will be developed. The review instrument will be field-tested through on-site visitations to target schools with bilingual education projects.

Activities:
- Coordinate the SEA training schedule; plan meetings. Contact consultants, prepare materials and evaluate activities.
- Develop and review bilingual education policy statement.
- Research evidence on effectiveness of bilingual education.
- Prepare and field-test instrument for program/project review.
- Evaluate administrative practices relative to bilingual education programs and projects.
- Prepare a case study of effective bilingual schools based on on-site visits.
- Develop a plan of action for implementing effective bilingual education in target schools.

Involvement:
- The institute will involve administrative specialists and educational policy makers at the highest level, including members of the State Legislature, the State Board of Education, and the State Superintendent of Education.

Evaluation: - Although an impact evaluation is not appropriate within the context of this project, a qualitative ethnographic-interaction analysis of the process will allow an outside evaluator to judge activity effectiveness for each phase of the training institutes.

Contact Person: Richard J. Port, Acting Director
Development Services & Continuing Education Branch
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Honolulu, Hawaii 96825

HAWAII VALIDATED PROJECTS

This section contains the projects locally validated through the Hawaii Identification, Validation and Dissemination (HIVD) Process. These projects had been reviewed by a validation panel and approved by the Superintendent as exemplary and worthy of replication. Project personnel seeking validation for their effective projects should contact the Curriculum Materials and Services Development Section of the Office of Instructional Services.

A PLAN TO ESTABLISH AN ENERGY EDUCATION PROGRAM IN HAWAII'S SCHOOLS

Hawaii Validation: September 1982

Source of Funds: ESEA, Titie IV, Part C
Improvement in Educational Practice

Development Dates: September 1980 - June 1981

Objectives: To develop and install a plan to implement the State and distrct energy education program.

To assist teachers to become effective in teaching the interdisciplinary principles and skills required in energy education.

Description: Need: - Energy education materials were developed with federal funds, and a systematic plan to encourage maximum use of the "Energy Use and the Environment" program materials was necessary. Inservice training sessions provided individual teachers with background information and samples of instructional strategies, but school-wide implementation was not automatic. Because energy education is thematic, the responsibility for it may not be assumed by the teachers. The issues about energy are of immediate concern to our nation and the world, and students need instruction in this vital subject.

Activities: - Under the principal's leadership and with a voluntary teacher committee, the school developed a school-wide plan to establish an energy education program.

- Teachers participated in workshops conducted by teacher cadre members and developed strategies to teach selected modules of "Energy Use and the Environment" program. A minimum number of modules was set for all teachers using the program.

Involvement: - In 1981-82, all Kindergarten, Grades 1-3 teachers incorporated three selected activities into their science program. In Grades 4-6, one or more teachers on each grade level taught three activities. Thirteen teachers were involved in the program.

Evaluation: - Teachers evaluated the program at the end of the school year. A teacher questionnaire was administered to the thirteen teacher participants. Results of the questionnaire indicated that the school plan was highly successful.

Contact Person: Ronald Toma
District Educational Specialist
Central Oahu District Office
1136 California Avenue
Wahiawa, Hawaii 96786

KIPAPA SCHOOL ORAL HISTORY ACTIVITY

Hawaii Validation: September 1982

Source of Funds: State General Funds

Development Dates: September 1981 - April 1982

Objectives: To develop an oral history instructional guide; to instruct students in the research and decision-making skills in the oral history method, so that they could produce a historical document in celebration of the school's 50th anniversary; to help students develop respect and appreciation for the past and develop a pride and love for their school.

Description:

Need: - The search for historical material to prepare for the school's golden anniversary revealed very little information. The teacher for the Gifted and Talented classes determined that the need could be met by using the oral history method and developed such a unit as the major research activity for the students in Grades 4-6.

Products:
- A teacher's guide for oral history
- An oral history of Kipapa School
- A slide-tape presentation of the school's history

Activities:
- Students studied the techniques of oral history, formulated appropriate questions, and used them to interview persons selected for the project.
- Taped interviews were transcribed with minor editing. Interviewees were photographed.
- Students prepared the written materials and worked on a slide-tape presentation.
- The teacher prepared a teacher's resource guide for teaching the oral history method.

Involvement: - The nineteen students in the Gifted/Talented classes, Grade 4-6, were the active participants in the project.

Evaluation: - A rating scale for pupil performance in writing and questionnaires were used to determine effectiveness. One questionnaire was answered by the target students and the second by the teacher and the parents. The success of the slide-tape presentation during the anniversary celebration was informally judged.

Contact Persons: Mr. Ralph Watanabe, Principal
Mrs. Yvonne Toma, Gifted/Talented Teacher
Kipapa School
95-075 Kipapa Drive
Mililani, Hawaii 96789

ADULT EDUCATION PROJECTS

This section describes the Adult Education projects in Hawaii during 1983-84.

DEVELOPMENT OF A COMMUNITY-BASED ADULT EDUCATION CENTER AT SUSANNAH WESLEY COMMUNITY CENTER

Source of Funds: P.L. 95-561, Title III, Adult Education, Section 310

Development Dates: January 1984 - September 1984

Objectives: To recruit 250 immigrants and 25 native English speaking adults, least educated and most in need, through outreach at three community-based sites; to provide educational intake and assessment services for a minimum of 250 adults, and develop, implement, and evaluate individual education plans and provide instructional services to 200 adults at the three intake sites; to recruit and train a minimum of 6 volunteers to assist with the recruitment of students, to aid with tutoring, and to staff the instructional resource center; to establish an instructional resource center to provide students the opportunity to utilize educational resources in attaining their individual educational plans; to improve curriculum and instruction.

Description: Need: - The State Immigrant Service Center has identified three distinct immigrant groups in need of special adult education programs and services. These are:

1. A large number of recent immigrants who seek gainful employment immediately upon arrival but urgently need to learn a new language and vocation.

2. Some young immigrants who have difficulty keeping up with their school work because of language barriers and drop out of the regular school program. Without a high school diploma their chances of finding gainful employment are curtailed and their future is bleak.

3. Asian immigrant women who must adjust to a new lifestyle in the United States. They often must seek work to help support their families, but do not have the formal training to find meaningful employment.

The enumerated problems encountered by immigrants in Hawaii and immigrant characteristics can be seen clearly among the residents of Kuhio Park Terrace for whom the Susannah Wesley Community Center is currently providing services. Kuhio Park Terrace, a public housing project developed by the Hawaii Housing Authority, is comprised of 745 households with an estimated five members per or approximately

3,725 individuals. Occupants of these units share the following characteristics:

1. 75.0% of the heads of household are immigrants.

2. 51.9% are single parents.

3. 12.8% are elderly aged 55+.

4. The unemployment rate is 14.0%, as compared with the average of 6.3% for the Kalihi-Palama district and an average of 4.6% for the entire island of Oahu.

5. The average annual income level of a household of five is $9,760, $3,650 or 27.0% below the Office of Economic Opportunity's established poverty level of $13,320 for a family of five.

Products: - The intent of this proposal is to work toward the establishment and maintenance of an Adult Education Center at Susannah Wesley Community Center.

In addition to providing basic skills instruction and outreach and support services, the project will develop an instructional resource center for students, a volunteer component, and curriculum materials to teach basic skills through life-skill areas.

Activities: - Major activities will include hiring and providing orientation/training for staff; providing outreach at three project sites; providing intake and assessment services, providing individualized instruction and support services; recruiting, training, and using volunteers; developing an Instructional Resource Center; developing and maintaining linkages and networking; and developing an Adult Basic Education (ABE) curriculum.

Involvement: - This project will work closely with a number of agencies/programs, housing projects, community groups, and churches in its recruitment efforts, delivery of educational and employment services, training of staff, and other program development efforts. The cooperative arrangements among agencies involved will enhance and increase the capabilities of this project, as well as the agencies involved.

Evaluation: - Evaluation of this project will be on-going to determine the extent to which the project achieved its objectives. Both formative and summative

evaluation will be included, based on 14 indicators of attainment which have been identified for the project.

Contact Person: Ms. Carol Imanaka
Immigrant Services Program Director
Susannah Wesley Community Center
1117 Kaili Street
Honolulu, Hawaii 96819

DEVELOPMENT OF A MULTI-PURPOSE CENTER
AT FARRINGTON COMMUNITY SCHOOL FOR ADULTS

Source of Funds: P.L. 95-561, Title III, Adult Education, Section 310

Development Dates: November 1983 - June 1984

Objectives: To improve the delivery of educational services to students and teachers at Farrington Community School for Adults. The specific objectives are to establish a resource center for teachers and to develop and implement a learning center for students.

Description: Need: - Farrington Community School for Adults is presently undergoing accreditation. To acquire data for the accreditation report, teachers and students were surveyed. On the basis of the survey, the following needs were identified.

Teachers expressed a definite need for sharing of ideas with each other; the need of a small library on campus for students and teachers; a learning center for students requiring tutorial assistance and an individualized learning program.

Products: - A learning center for students and a resource center for teachers will be developed.

Activities: - Major project activities include: selecting the project site, selecting staff including tutors, providing staff orientation, acquiring and cataloging materials, establishing a record-keeping system, providing outreach and intake, and operationalizing the resource and learning centers.

Involvement: - Cooperative arrangements will be established with Hui Kokua Kuhio Park Terrace, the University of Hawaii Language Department, Literacy Volunteers of America (LVA), Kalihi-Palama and Liliha Libraries, Kalihi-Palama Immigrant Service Center, and Career Resource Center.

Evaluation: - Formative evaluation will focus on project implementation. The measure of effectiveness will include the degree to which the project plans and schedules are meeting needs.

Summative evaluation will focus on the impact of the project upon the clients. Measures of effectiveness will include evaluating by teachers, rating and critiquing by a qualified panel and quantitative indication of use by 30%-50% of the teachers for

Objective 1 (development of resource center for teachers); Student Data Sheet for Adult Education Semester Report, gains made in pre and post-testing and quantitative indication of use by 50 students for Objective 2 (development of a learning center for students).

Contact Person: Mr. Akira Fukuda, Principal
Farrington Community School for Adults
1101 Kalihi Street
Honolulu, Hawaii 96819

GENERAL EDUCATION MASTERY (GEM) CONTINUUM

Source of Funds: P.L. 95-561, Title III, Adult Education, Section 310

Development Dates: September 1982 - June 1984

Objectives: To refine the instructional objectives of the sequential/progressive basic skills program at the lower levels of achievement (grades 1-5) and to relate these objectives to the GEM Continuum; to identify and develop as needed instructional materials most appropriate for each GEM level, with emphasis on grade 1-5 objectives; to provide inservice training to support the development and implementation of the GEM Continuum; to develop testing, counseling and evaluation procedures for the GEM Continuum, with emphasis on the grade 1-5 levels; and to disseminate information as appropriate on the GEM Continuum.

Description: Need: - In the implementation of Waipahu's Competency-Based High School Diploma Program, the school identified the need for a lower level competency program which reflected a structured approach to the teaching of basic skills. For example, in the course of diagnostic testing, as many as 30-40% of the school's high school diploma applicants scored from 0.0 to less than 6.0 in the reading and language sub-tests of the California Achievement Test (CAT).

In addition, the need for a comprehensive, structured counseling component has been identified to support instruction. Since a large portion of the Adult Basic Education (ABE) students are immigrants not familiar with the American/Hawaiian mainstream setting, the pressures revealed in counseling session parallel their need for basic skills instruction.

Products: - Products to be developed include a General Education Mastery Continuum Guide and a structured counseling component. This counseling component will contain a structure, procedures and schedule for providing counseling services to students.

Activities: - Major activities include direct instruction in basic skills to project students using the Level I sequential/progressive basic skills program; development of a formalized counseling provision to provide counseling services to students in the General Education Mastery (GEM) Continuum; development of a program guide for the GEM

Continuum; articulation and integration of the Level I basic skills program with the upper levels of the GEM program to achieve a pre-1 through grade 12 basic skills continuum; and orientation and training activities for project staff.

Involvement: - Cooperative arrangements which foster the development of the GEM Continuum and the counseling component will include: Adult and Early Childhood Section, Leeward District Office, public libraries and librarians, publishers, The Kamehameha Schools, Job Corps, Literacy League of Hawaii.

Evaluation: - Both formative and summative evaluation are included in the evaluation plan for the project. Measures of effectiveness include: progress of students on pre- and post-testing, positive student ratings of the program, positive ratings and evaluation of program by teachers.

Contact Persons: Mr. Wilfred Nakamura, Principal
Mr. Fred Murata, Vice Principal
Waipahu Community School for Adults
94-1211 Farrington Highway
Waipahu, Hawaii 96797

MAUI ADULT BASIC SKILLS INTER-AGENCY PROJECT AT PAUKUKALO

Source of Funds: P.L. 95-561, Title III, Adult Education, Section 310; Continuing Education Program, The Kamehameha Schools.

Development Dates: October 1, 1983 to June 30, 1984

Objectives: To upgrade the students' mastery of basic skills by 1-2 grade levels; to maintain an 80% completion rate; to provide guidance and counseling for career/life planning; to develop positive student and community attitudes toward adult education.

Description:

Need: - The percentage of part-Hawaiians and Hawaiian adults without a high school diploma is high and the lack of education has an adverse effect on these adults' employability. It is necessary to provide basic skills instruction for Hawaiians within the context of employment upgrading. Research has clearly shown that individuals who have not earned a high school diploma will earn $50,000 less income over a life-time than individuals with a high school diploma.

Products: - This project will implement the Basic Skills Program Model developed by the Continuing Education Program at The Kamehameha Schools/Bernice Pauahi Bishop Estate through an inter-agency approach. The development of products is not anticipated.

Activities: - Activities include individualized instruction in basic skills using The Kamehameha School's Basic Skills Program Model, staff development training, and inter-agency planning and coordination meetings.

Involvement: - This has been an inter-agency planning effort. Cooperating agencies include the Department of Education; The Kamehameha Schools; Maui Community College; Office of Hawaiian Affairs; Alu Like, Inc.; Department of Hawaiian Home Lands; Maui Hui Malama; Maui Economic Opportunity Center; Maui Education Opportunity Center; Cameron Center; and Maui United Way.

Evaluation: - Both formative and summative evaluation will be conducted by the Program Evaluation and Planning staff of The Kamehameha Schools. Interim and final evaluation reports will be developed and disseminated.

Contact Person: Mr. Toshio Seki, District Educational Specialist
Maui District Office
54 High Street (P.O. Box 1070)
Wailuku, Hawaii 96793

SURVIVAL COMPETENCIES FOR ADULTS
CONTINUATION DEVELOPMENTAL/DEMONSTRATION PROJECT IN ADULT EDUCATION

Source of Funds: P.L. 95-561, Title III, Adult Basic Education, Section 310

Development Dates: September 1981 - June 1984

Objectives: To select, use and revise Project CLASS modules for teaching survival skills; to disseminate information and provide staff development on project outcomes.

Activities: Project activities completed thus far include:

Twelve Level I modules (revised) and one Level II module (revised).

Field-testing of revised modules at a branch of the school. Conference Workshop on the use of Project CLASS.

This year's focus is on dissemination, focusing on a teacher training workshop at the school and the second year of participation in the state Adult Education Conference, March 1984.

Module revision and field-testing will continue with plans to develop one module each in the Level I Occupational Knowledge and Government and Law modules and Level II Community Resources, Health, Consumer Education and Government and Law modules.

Contact Person: Mr. Yukio Toguchi, Principal
Aiea Community School for Adults
98-1278 Ulune Street
Aiea, Hawaii 96701

CONTINUATION PROJECTS

This section provides brief descriptions of continuation projects for the purpose of updating the information on each project.

For more information, the reader is directed to Information and Dissemination Series 13 on Experimental, Developmental and Demonstration Programs, Projects and Activities, May 1981, and to Series 14 (December 1981) and Series 17 (June 1983) with the same title.

A BILINGUAL/MULTICULTURAL EDUCATION PROJECT FOR SECONDARY STUDENTS OF LIMITED ENGLISH PROFICIENCY

Source of Funds: P.L. 95-561, ESEA, Title VII, Bilingual Education

Development Dates: October 1982 - September 30, 1985

Objectives: To plan, develop and field-test a transitional program model of bilingual/multicultural education in selected schools for Hawaii's students of limited English proficiency (SLEP) who are native speakers of Ilokano, Samoan, Tagalog and Tongan. The model includes instructional materials and strategies in language arts, social studies, science and mathematics, as well as life skills materials to develop essential competencies.

Emphasis for the current year is field-testing the bilingual versions of the students' handouts in the Lifeschool modules and ESL strategies in content courses.

Activities:

Major Activities Completed:

- Conducted a series of in-service training sessions for project staff and participating regular teachers to further create awareness, understanding and acceptance of bilingual/multicultural education philosophy, methods and local project practices and plans.
- Reviewed and revised Lifeschool modules for use in the project.
- Planned and supervised translation of the student activities in the Lifeschool modules in Ilokano, Samoan, Tagalog and Tongan.
- First field-testing of bilingual instructional strategies.

Expected Accomplishments for 1983-84

- Field-testing the bilingual versions of the Lifeschool modules.
- Field-testing ESL strategies in content courses.
- Development of an orientation module for parents.

Contact Person: Belen C. Ongteco, Project Director
Curriculum Materials and Services Development Section
Development Services and Continuing Education Branch
Office of Instructional Services
595 Pepeekeo Street, Bldg. H-1
Honolulu, Hawaii 96825

CAREER RESOURCE CENTER

Source of Funds: 1979-81 - City and County of Honolulu
1981-84 - State General Funds to Department of Labor and Industrial Relations

Development Dates: November 1979 to June 1984
Fifth year of development

Objectives: To assist students at two high schools with educational/vocational assessment, counseling/guidance, career exploration and development, classes in job search skills, and job placement.

Activities: The Career Resource Center project at Kaimuki High School and Waialua High School was organized as a joint effort of the City and County of Honolulu and, this year, the Department of Labor and Industrial Relations with the Department of Education to provide students with help in choosing a career. The centers are staffed by a career counselor/coordinator, career resource teacher, and a clerk-typist.

When students enter the Career Resource Center, they learn how to fill out job applications, write letters, prepare job resumes, and how to prepare for an interview. In addition, they learn to use a computer to retrieve various types of information, i.e., (1) occupation, (2) training program institutions, (3) financial aids that are available. Once the students discover what they want to do and if they are ready for a screening process, they go to job sites and observe the work to help them decide if that particular job is of interest to them. A job shadowing activity is then programmed for the students cooperatively with the parents, business community, and school personnel. Two other options are available to the students, a work experience program and/or job placement program. In work experience, the student is employed for a quarter or a semester as part of his/her school schedule. The student is supervised by the school and a designated person at the job site. In job placement, the student is placed on a job for pay but still attends part of the day.

Contact Persons: Patricia Harris, Coordinator
Career Resource Center
Kaimuki High School
2705 Kaimuki Ave.
Honolulu, Hawaii 96816

Lorna Samarripa, Coordinator
Career Resource Center
Waialua High and Intermediate
67-160 Farrington Hwy.
Waialua, Hawaii 96791

Kerry Koide, Educational Specialist
Office of Instructional Services
941 Hind Iuka Dr.
Honolulu, Hawaii 96821

EARLY PROVISIONS FOR SCHOOL SUCCESS

Source of Funds: State Funds

Development Dates: July 1982 - June 1985

Objectives: To facilitate school success of pupils in their early years; to strengthen the developmental approach to early childhood education; to design instruction based on assessment information; to increase parent involvement in the schools; and to promote staff development.

Focus for this year: examine the role of the support teacher and determine the most appropriate role for K-1 teachers; teacher implementation of learner outcomes; explore effective instructional models based on assessment data; increase parent involvement activities and promote the social-emotional development of children.

Activities:

Major activities completed thus far are:

1. Training of Kindergarten and support teachers in assessment, follow-up instruction (effective teaching and learning) and developmental approach to early education statewide.

2. Longitudinal Program Planning 1982-89 with budget implications.

3. Orientation of Kindergarten and grade 1 teachers, support teachers and principals to EPSS.

4. Assessment of Kindergarten children.

Specific developmental activities targeted for this year are:

1. Development of video clips for training purposes.

2. Staff development framework and resource information guide for primary teachers.

3. Design of the longitudinal evaluation of the project.

Other activities include on-site visitations, use of learner outcomes, determining standard record-keeping systems, evaluation of current assessment instruments and recommendation of most appropriate instruments.

Contact Person: Dr. Nora Hubbard, Educational Specialist
Development Services & Continuing Education Branch
595 Pepeekeo Street, Building H
Honolulu, Hawaii 96825

HAWAII FOLLOW THROUGH PROJECT

Source of Funds: Community Services Act of 1974 P.L. 93-644

Development Dates: Start of Adoption Date: 1972-73
Termination Date: 1984-85 if not legislated to continue
Year of Developmental Period: Sixth Year at the State Level

Objectives: To extend educational gains made by disadvantaged children in Headstart and other similar quality preschool programs.

To provide comprehensive services to project schools (instruction, social and psychological services, health services, nutrition education, staff development, and assistance to and involvement of parents)

To maintain and refine strategies for staff development, evaluation, dissemination, and demonstration and replication of the "developmental-interaction approach" (DIA) to early childhood education in other Hawaii schools.

Emphasis for 1983-84: Demonstration and replication of the DIA, including parent-child interaction activities in non-project schools; continuation of effective direct services to project students, teachers, administrators, and parents.

Activities:

Major Activities Completed thus Far:

1981 National validation of the project as an exemplary project (listed in the National Diffusion Network publication); experimentation and success with parent-child interaction activities since 1979-80 as funded by McInerny Foundation for 2 years; maintenance of model classrooms open to monthly visitations by teachers and administrators; annual summer institutes for inservice education of teachers and administrators interested in learning about and adopting various aspects of the DIA; participation in and contributions to the development of the Leeward District Waianae K-2 Quality Education Project since 1981-82.

Expected Accomplishments for 1983-84:

Demonstrations and inservice education of teachers interested in learning about and replicating various aspects of the DIA and parent-child interaction activity strategies; continuation of effective direct services to project students, teachers, and parents.

Contact Person: Dr. Janet Sumida, Project Director
2106 10th Avenue
Honolulu, Hawaii 96816

IMPLEMENTATION OF KAUAI DISTRICT WRITING IMPROVEMENT PLAN

Source of Funds: 1981-82 - P.L. 95-561, ESEA, Title VII
1982-84 - State General Funds

Development Dates: September 1981 to June 1984
Third year of development

Objectives: To improve student performance in writing, so that 100% of the students will receive instruction and 30% of the students will receive ratings of 3 or better and will be able to express feelings and thoughts effectively; to improve teacher competencies so that teachers will be able to use appropriate strategies as evidenced in the district's third annual Share 'N Showcase; and to develop a writing resource handbook of strategies.

Activities: Current focus is to continue to improve student performance and to help teachers implement the Handbook Addendum II.

Contact Person: Bertha C. Kawakami, District Educational Specialist
Kauai District Office
3060 Eiwa Street
Lihue, Hawaii 96766

K-2 QUALITY EDUCATION PROJECT
A Home and School Interaction Model (Waianae Coast)

Source of Funds: State General Funds and P.L. 97-35, ECIA, Chapter 2 Funds

Development Dates: Summer 1982 - August 1985

Objectives: To increase the achievement levels of students on the Waianae Coast; to insure that the performance expectations for Kindergarten, Grades 1-2 are clear to teachers and parents; to insure that appropriate measures are available to determine the progress of students in attaining the performance expectations; and to improve home school communication with particular attention to student expectations and student progress in basic skills development.

Activities: Implement language arts and mathematics performance expectation substatements for classroom instruction in K-Grades 1-2.

Continue to develop measures to assess and record student achievement as related to the PE's and substatements.

Continue to orient new parents to the project and enlist their support.

Identify language experience and thinking skills for school success.

Identify and refine strategies to help students develop necessary skills, attitudes, and understandings for school success.

Develop ASPECT, a handbook on language arts and mathematics PE's.

Develop a K-2 Report Card and Recordkeeping system.

Develop a handbook of home-learning materials and activities.

Contact Person: Elizabeth Arakaki, District Educational Specialist
Leeward Oahu District Office
94-366 Pupupani Street
Waipahu, Hawaii 96797

LEEWARD READING IMPROVEMENT PROJECT (RIP)

Source of Funds: State Funds

Development Dates: 1976 to 1984

Objectives: The overall goal of RIP is synonymous with Leeward District's thrust of student achievement in all 8 Foundation Program Objectives. In line with Leeward District's 4 year plan, a major area of focus continues to be student attainment in FPO #1, Basic Skills. The objectives are to:

1. Raise the level of student reading achievement through systematic instruction in reading and language arts comprehension which uses and builds on the learner's language, experience and thinking.

2. Maintain total school commitment to bringing about reading and language arts improvement systematically through the Reading Improvement Process Model.

3. Increase teacher repertoire of alternative strategies for improving reading comprehension.

4. Strengthen the home-school partnership in promoting learning and reading enjoyment/improvement.

Activities: Under the leadership and supervision of the school principal, a school-wide curriculum improvement plan is developed and implemented. A school-based Reading Resource Teacher (RRT) assists the principal in carrying out this plan.

The RRT plays a major role in the Reading Improvement at his/her school. He/she receives training and in turn provides inservice training and support services to teachers by assisting in planning and implementing strategy lessons, giving classroom demonstrations, providing consultations, coordinating teacher-sharing sessions, and conducting workshops.

Teachers receive training in approaching reading and language arts improvement systematically, using the Leeward Model. Teachers work at:

1. Setting goals for students.

2. Systematically assessing learner needs.

3. Analyzing the classroom reading/Language Arts programs based on learner needs.

4. Developing/applying necessary intervention strategies to meet learner needs.

5. Evaluating student progress and effectiveness of instruction.

Cadres are being developed in schools. Teachers are sharing their successes and join the RRT in providing inservice training workshops for fellow faculty members.

Contact Person: Patricia Ho, District Educational Specialist
Leeward Oahu District Office
94-366 Pupupani Street
Waipahu, Hawaii 96797

MALAMA O KE OLA

Source of Funds: State General Funds and Private Agency (The Kamehameha Schools)

Development Dates: September 1981 - June 1986

Objectives: To provide for the academic and social success of alienated youth in the Central Oahu District; to encourage the target students to develop more positive attitudes about themselves and schooling; to utilize Hawaiian culture as the means for the development of skills, knowledge and understandings.

Activities: Students are bused to Mokuleia for a 6-week, day-long program in Hawaiian studies taught by Kamehameha School staff. There is instruction in intensive basic skills, problem-solving, and guidance provided the students. Parents are also informed and provide support. After attending a session, students return to their regular school program and are followed-up by the project staff. The staff works with two groups of thirty students each year.

Contact Person: Thomas Ai
Kamehameha Schools
Kapalama Heights
Honolulu, Hawaii 96817

NA 'OIHANA LIKE 'OLE
(The Many Different Occupations)

Source of Funds: State Funds

Development Dates: September 1980 - June 1984

Objectives: To identify various occupations which are of interest to the students; to describe types of workers in the community and beyond the community or school; to identify skills related to a specific occupation; to identify particular tasks; to describe the individual's responsibility in group work to accomplish tasks; to identify ways in which individual contributions benefit the group; and to develop and encourage parental participation in support of career education.

Activities: Semi-annual field trips for all grade levels to business organizations; language experience activities related to each field trip; student projects on career education which integrate several subject areas.

Contact Person: Mona M. Vierra, Principal
Blanche Pope School
41-133 Huli Street
Waimanalo, Hawaii 96795

SCHOOL/HOME PARTNERSHIP FOR BILINGUAL/MULTICULTURAL EDUCATION IN EARLY LEARNING

Source of Funds: P.L. 95-561, ESEA, Title VII, Bilingual Education

Development Dates: October 1982 - September 1985
Second year of development

Objectives: To assist limited English-speaking children, ages 3-6, to continue to learn through home languages, gain proficiency in English in order to achieve success in the regular classroom, develop positive self-images; to help teachers become proficient in working with parents, in understanding each child's language and culture; to help parents and teachers observe and interpret the behavior of young children.

Emphases this year are on child development with a focus on language development and parent involvement with focus on childrearing practices.

Activities: Implementation of part time teachers in all project sites; working with children directly in instruction; using the child's first language when appropriate to promote learning; initial development of bilingual materials for preschool curriculum. Establishment of the first bilingual preschool program at one of the sites.

Contact Person: Shirley Salomon, Project Director
Development Services & Continuing Education Branch
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Honolulu, Hawaii 96825

OTHER CONTINUATION PROJECTS

The projects described in this section are continuation ones which are not in their initial developmental year, but are being included in this volume for the first time.

CENTRAL OAHU TEACHER CENTER PROJECT

Source of Funds: 1981-82 - P.L. 94-482
Higher Education Act, Title V-B, Teacher Centers

1982-84 - P.L. 97-35
ECIA, Ch. 2 Developmental Grant Program

Development Dates: 1981-84

Objectives: To identify needs and resources of the public and private school teachers in Central Oahu; to design Teacher Center components; to develop strategies to facilitate the coordination of Teacher Center services and programs; to develop an effective communication and dissemination system; to identify and develop ways to increase school personnel involvement in inservice/staff development activities; to develop the leadership of the Teacher Center Board, the Curriculum and Resource Review Committees; to strengthen communication and the dissemination system; to develop plans and procedures for institutionalizing the Teacher Center.

Description: Need: - More than half of the 1,743 teachers in the district are assigned to suburban and rural schools. Distance and after-work traffic have prevented the teachers from participating in inservice activities scheduled in Honolulu.

A center housed in the district could address the immediate needs of the teachers who would have greater access to the nearby resources. The coordinated training effort would be more effective and efficient for the target group.

Products:
- Monthly newsletters
- Mini grant program guidelines
- Collection of instructional materials published and those developed in workshops by teachers
- Model to increase school-level participation in staff development activities.

Activities:
- Plan and conduct a needs assessment; analyze results which would serve as the basis for various Teacher Center components
- Organize the Central Oahu Teacher Center facility; expand and improve the physical site as needs dictate and resources become available.
- Update and maintain the curriculum materials and other resource materials.

- Conduct or assist in providing inservice activities as requested.

- Publish and disseminate the center newsletters.

- Confer with other district personnel as contacted for dissemination.

- Organize the Central Oahu Teacher Center (COTC) Board and conduct regular meetings.

- Organize 15 ad hoc curriculum committees and assist in selecting school contract persons for more relevant training activities.

Involvement: - 1,032 elementary and 737 secondary public and private teachers in the district.

Evaluation: - An evaluation committee (teachers, a principal, and a college faculty member) will determine the extent to which the project has met its objectives. Data will be collected and analyzed according to the design suggested by the DOE Evaluation Section

Contact Person: Charlotte Nagoshi, District Educational Specialist
Central Oahu District Office
1136 California Avenue
Wahiawa, Hawaii 9686

EFFECTIVE TEACHING AND LEARNING
LEEWARD OAHU DISTRICT

Source of Funds: State General Funds and District, P.L. 97-35, ECIA Chapter 2 Formula Grant

Development Dates: 1981-85

Objectives: To provide administrators and teacners with a process of systematically assessing themselves and adjusting their behaviors, assessing student needs, becoming more aware of good leadership and teaching behaviors, and adjusting their practices accordingly.

Description:

Need: - Improving student achievement is an expectation that underlies all curriculum efforts. Teachers and administrators are competent but often not effective. To strive toward effectiveness, the District Superintendent has directed all schools to implement ETAL by SY 1984-85.

Products: - An ETAL Handbook for Administrators and Support Personnel (completed August 1983 and will be updated annually as needed).

- Videotaped series of effective teaching practices.

Activities: - The principals will develop with their staff ETAL school plans and systematically move their schools through five crucial implementation steps:

1. Climate development (enhancement)
2. Developing an awareness of ETAL
3. Exploring ETAL concepts and strategies
4. Integrating ETAL
5. Transmittal of ETAL concepts and strategies

- Intensive inservice training for administrators and teachers is being conducted during the implementation years.

Involvement: - Nineteen principals (including Waipahu Community School's) have volunteered to implement ETAL in SY 1983-84. The remaining sixteen principals will participate in the implementation in 1984-85.

Evaluation: - The Evaluation Section will assist the Leeward District with the evaluation process.

Contact Persons: Kenneth Yamamoto, Educational Specialist
General Education Branch
Catherine Ouye, District Educational Specialist; Elaine Tachikawa District ETAL Resource Teacher; June Knapp, District Language Arts Resource Teacher
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Waipahu, Hawaii 96797

HONOLULU DISTRICT TEACHER CORPS PROJECT

Source of Funds: 1978-82, P.L. 94-481 - Higher Education Act, Title V.A, Teacher Corps
1982-84 - P.L. 97-35 ECIA, Chapter 2, Developmental Grant Program

Development Dates: 1978-84

Objectives: To disseminate an inservice training model and needs assessment model to all schools and educational personnel; to develop, disseminate, and demonstrate effective activities; to provide training to develop competencies and leadership skills, to change attitudes and acquire knowledge; to improve school climate at project schools of Royal Elementary, Washington Intermediate and McKinley High School.

Description: Need: - There was a need to develop an effective inservice model which did not come from the top level (state) of the educational organization

Products: - Instructional and curriculum materials; School Climate Handbook

Activities: - Develop a process design for improving school climate. Disseminate School Climate Handbook.

- Provide inservice training activities based on expressed needs, interests of teachers and administrators.

- Develop, disseminate and demonstrate curriculum and curriculum-related materials.

- Involve the Community Council in sponsoring school climate activities.

Involvement: - Royal School, Washington Intermediate School, and McKinley High School:
424 elementary students
3,450 secondary students
2,600 parents

Evaluation: - External evaluation done by Dr. Anne Freese "An Evaluation of Teacher Corps '78 Final Report"

Contact Person: Honolulu District Superintendent
Helen Matsui, District Educational Specialist
Honolulu District Office
4967 Kilauea Avenue
Honolulu, Hawaii 96816

MALAMA (Music Activities: Language Arts, Movement and Arithmetic)

Source of Funds: State General Funds

Development Dates: September 1975 - June 1984

Objectives: To develop a resource unit that integrates music with language arts, literature, arithmetic, movement, and art by developing activities that reinforce basic skills and provide opportunities to develop and/or apply skills learned in both language arts and music classes.

Description: Need: - Students are individuals who learn through different learning modes. This project provides an alternative method of teaching the basic skills and an opportunity to apply these skills in a functional and meaningful way. The target group consists of students and their teachers in various elementary schools of Honolulu.

Products: - Books - The Honolulu District has printed the Grades K-1 and Grades 3-4 editions of MALAMA. The Grades 4, 5, 6 book will be available in 1984 and the literature-music unit will be available in 1985.
- Slides/Video Tapes - A slide presentation is available for the basic skills portion and a video tape presentation is available for the literature music unit.

Activities: - Activities created and field tested with the students, classroom teachers and a Language Arts Resource Teacher include:

- Skills practices for language arts, arithmetic, and movement
- Cursive handwriting
- Song composition, lyrics and melody
- Original stories with songs to enhance the theme, character, plot, and climax

Involvement: - Students and classroom teachers in Grades K-6 at various Honolulu schools participated in the project. The song composition unit and the story-song units were developed together with Eileen Ono, former Honolulu District Language Arts Resource Teacher.

Evaluation: - Products resulting from lessons and activities are used to evaluate success.

- Number and quality of songs composed

- Number and quality of original stories written and set to music. Cursive handwriting comparison at the beginning and end of the school year. Teacher questionnaire at end of school year.

Contact Persons: Dorothea Okamitsu, District Educational Specialist
Beatrice Yoshimoto, District Office Teacher
Honolulu District Office
4967 Kilauea Avenue
Honolulu, Hawaii 96816

PROJECT HO'OKOHO
Choices in Professional Growth

Source of Funds: P.L. 93-380, Part D, Handicapped Personnel Preparation

Development Dates: June 1, 1980 - May 31, 1986

Objectives: To increase the skills of regular and special educators, administrators, support personnel, parents and others serving students with special learning needs; to continue the implementation of a model for obtaining and delivering on-site competency-based inservice training; to provide such training statewide to all interested participants on an ongoing basis; and to make available a variety of incentives for participation.

Description: Need: - Since the implementation of The Education of Handicapped Children Act, Public Law 94-142, greater emphasis has been placed on the importance of adequately trained personnel able to provide appropriate special education programs and services for all handicapped children in the Least Restrictive Environment.

Hawaii has a very low incidence of teacher turnover. Needs assessment data gathered by the department document the needs for inservice training. A survey of training programs pointed out the need for the development and implementation of an inservice training model capable of statewide accessibility and long range planning for personal/professional growth.

Products: - A library of competency-based inservice training modules.
- Accompanying participant materials.
- A twice yearly Ho'okoho catalog of available modules.

Activities: - Ho'okoho module presentations include four hours of workshop activities and four hours of follow-up activities. Participants (groups or individuals) make requests for specific modules from a catalog distributed to schools and related agencies twice yearly. Based upon requests received a schedule of module presentations is then developed and mailed to schools for posting. Every attempt is made to schedule module presentations in both the locations and times requested by participants. Participants then register for those module presentations which they wish to attend. Modules are available for Department of Education "B" credit,

University of Hawaii Ed. CI 500-level credit, or a Certificate for Completion and Personal/Professional Growth.

Involvement: - Participation in module presentations is open to all interested persons statewide. Approximately 100 module presentations are scheduled each year with an average attendance of 9 persons per module. Module presentations may be scheduled for groups as small as 3 (i.e., in Hana or Waimea) or for large groups such as school faculties or various support related organizations.

Evaluation: - Evaluation activities include participant evaluation of module content, instructor evaluation of competency attainment, participant and staff evaluation of instructor effectiveness, and formative and summative evaluation of project design. A discrepancy evaluation model is used.

Contact Person: C. Lynne Douglas, Educational Specialist
Special Needs Branch
Exceptional Children Section
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Honolulu, Hawaii 96815

WINDWARD OAHU DISTRICT SCHOOL CLIMATE
LEADERSHIP AND IMPROVEMENT PROJECT

Source of Funds: State Funds

Development Dates: September 1982 - March 1983

Objectives: To provide for a wholesome, stimulating, and productive learning/school environment conducive to the academic achievement and personal growth of students; to provide a satisfying, stimulating, and productive environment for all adults who work in the school community.

Description: Need: - The Windward Oahu District responded to the Board of Education and the Superintendent's expectation of improved school climate and has provided the schools in the district with a systematic process to facilitate school-level decision-making, both short-term and long range (3-5 years). The data used include baseline (academic and behavioral) and perceptive.

Products: -

1. Windward District School Climate Assessment Secondary Scale, Gr. 7-12, Adults.
2. Windward District School Climate Assessment Elementary Scale, Gr. 4-6.
3. School Climate Leadership Sourcebook, Windward Oahu District.
4. School Climate Leadership.
5. School Climate Leadership, A Question-and-Answer Brochure.
6. Handbook of Promising Practices (being developed).

Activities: - The school forms its School Climate Improvement Committee (SCIC) to do the following:

1. Conduct an awareness session so that committee members become more knowledgeable regarding the school climate improvement process.
2. Collect materials relating to climate improvement.
3. Collect base-line and bench-mark data for 3-5 years so that the impact of the climate improvement effort can be documented.

4. Plan and conduct awareness and information-sharing sessions on the school climate improvement process with parent, faculty, and student groups.

5. Conduct an assessment of the school's climate and interpret the results of that assessment to parents, staff, and students.

6. Plan and manage a climate analysis workshop and a priority setting workshop.

7. Identify climate improvement projects to be launched during the school year. (Suggest three to five projects)

8. Organize task forces to plan and implement each project identified.

9. Assist in planning and coordinating the work of each task force.

10. Keep the parents, faculty and students informed of the progress of the work of the SCIC and its task forces.

Involvement: - All public schools in the Windward Oahu District.

Evaluation: - The evaluation design calls for each school's task force to assess the degree the priority determinants selected by that school had been met. Each school will monitor its progress using baseline and benchmark data. A compilation and analysis will be done for a total district evaluation at the end of the developmental period.

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